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ABSTRACT

This guide describes methods by which an educator can establish a program of career awareness for the educable mentally handicapped student using project SPICE (Special Partnership in Career Education) modules. The first of two sections provides an overview of the SPICE program. Specific topics included are peer facilitation, community career consultants, career-oriented on-site experiences classroom instruction, student project, program objectives, and program participants. Section 2 focuses on program implementation and includes the following subsections: (1) Where Do You Begin?, (2) How Do You Get Administrative Permission to Start Your Program?, (3) How Do You Incorporate Career Education into Your Existing Curriculum?, (4) ow Do You Establish Peer Interaction?, (5) How Do You Secure Community Consultants?, (6) How Do You Arrange On-Site Visits?, (7) Check the Policy in Your District about Transporting Students! (8) How Do You Secure Parental Participation?, and (9) How Do You Involve All the Students? Appended material includes a community career consultant letter and survey, confirmation letters, a brief description of career education, a list of typical student questions, a letter of appreciation, a certificate of appreciation, student thank-you letter formats, and parent letter and permission forms. (LRA)

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PROJECT S.P.I.C.E.
SPECIAL PARTNERSHIP IN CAREER EDUCATION

GUIDE TO PROGRAM IMPLEMENTATION

AUGUST, 1979

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 405 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

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Project S.P.I.C.E.

Guide To Program Implementation

Introduction

The career education concept has emerged in response to a broadly-based demand for reform of the educational system. The central theme of this demand from business-industry, parents, students and the community is that the educational system must change, and that it must refocus its mission to include preparation for work as one of its major goals.

Tomorrow's work force is faced with challenges and demands of a rapidly changing world, and finding a place in the work force will not "just happen." Graduating from the structured society of school into the "unprotected" world of work can be a frustrating and continual battle for any person. However, for those individuals who differ from the normal population, because of some type of physical or mental handicap, the battle is much more difficult, and the person fighting the battle is frequently defeated. Thus, career education is the most persuasive and pervasive educational reform movement taking place today, especially for the handicapped population.

In 1978-79, Volusia County, Florida, Public Schools decided to take positive steps to help those students in their district who were classified as Educable Mentally Handicapped to become "career aware" and "career prepared", in hopes of off-setting the difficulties they face when entering the working world. Project S.P.I.C.E. (Special Partnership In Career Education) was made

possible through a grant from the Department of Health, Education and Welfare's Career Education Program. The purpose of the project was to develop and demonstrate the most effective methods and techniques for providing appropriate career education experiences for junior high age educable mentally handicapped students.

In this guide, we describe the methods by which an educator can establish a program of career awareness for the educable mentally handicapped (EMH) student. This guide will help you, the special education teacher, the regular classroom teacher, and administrator to work effectively together to provide the EMH student with a school experience which addresses his or her career development needs.

Included in the Guide to Program Implementation are six teaching modules. The format for each module includes: 1) Module Objective; 2) Student Performance Objectives; 3) Plan of Module; 4) Using the Module; 5) Assessing Student Achievement; 6) Module Profile; and 7) Learning Activities. These materials have been developed to provide an organizational framework for a career education curriculum for EMH students. The guide and modules may be modified, revised or adapted to fit the needs of individual teachers and students. We encourage you to examine these materials, select the ideas or strategies you would like to use, and then implement them in your school.

The S.P.I.C.E. Program

What Is Career Education?

Career education is learner centered. It is for all students, regardless of economic, social, ethnic background or level of ability. Career education focuses on preparing each student to make wise career choices through the exploration of the world of work and a realistic analysis of their own interests and abilities.

Career education is viewed as an integral part of all classes, from kindergarten through university education and continuing adult education, so that students may link learning with preparation for life. Students are taught that the basic skills of reading, writing, and computing are important tools for learning, living and working. Career education can make all subjects a part of the student's value system and can assist students in selecting achievable goals for a satisfying life style.

In the S.P.I.C.E. Project, career education is viewed as the nucleus around which skills, academic and vocational, are developed. Career education is the vehicle by which students apply meaning to the knowledge they are gaining in school. It is also the means by which they learn about occupations in the world of work, including the essential information of how to find, obtain and keep a job.

Purpose

The purpose of Project S.P.I.C.E. is to introduce career education into the educational program of the educable mentally handicapped student. This is accomplished through the use of peer facilitation, community career consultants, career-oriented on-site experiences, classroom instruction, student projects and parental involvement.

Peer Facilitation

Peer facilitation or peer interaction is an integral and continuous component of the Program. The EMH student must be provided an opportunity to interact with his non-handicapped peer in mutually beneficial and productive learning experiences. Such experiences must be non-threatening and non-competitive so that they reinforce, rather than inhibit, the EMH student. Consequently, in Project S.P.I.C.E., partnerships were established between an educable mentally handicapped student and a non-handicapped student for the purpose of career exploration as well as other learning experiences.

While peer facilitation involves pairing of students, it is not assumed that the non-handicapped student will always be the tutor. Peer interaction is a reciprocal process and should be carefully structured so that all students benefit from the experience.

As educable mentally handicapped students and non-handicapped students work and learn together, mutual understanding

and acceptance develops between them. They begin to appreciate the unique talents and abilities of each other and to develop positive attitudes toward each other. These attitudes contribute to improved school performance for both groups of students.

The interaction of educable mentally handicapped and non-handicapped students is a productive method of providing career awareness information. The EMH student discovers a learning situation in which to participate with regular atudents and be successful.

Community Career Consultants

The cooperation and collaboration of the local business community is integral to the success of Project S.P.I.C.E. Community Career Consultants hold a wealth of information which only they can share with students, whether through visits to the classroom or on-site visits by the student. In talking about their occupation or business, they explain the educational and training requirements for various occupations. They help students understand the personal characteristics which contribute to career success, and provide other information requested by the students.

Career-Oriented On-Site Experiences

The community can become a learning laboratory. Students learn in a variety of ways and in many different settings. They can, and do, when Community Career Consultants act as

sponsors, or hosts, for student career-oriented experiences. On-site experiences usually involve no more than four students, consisting of paired handicapped and non-handicapped students. Through such experiences, students develop a practical, realistic view of the world of work, and the role they may eventually assume in that world.

Classroom Instruction

The classroom teacher establishes the learning environment and programs to meet the individual needs of students in the academic areas. All special activities of Project S.P.I.C.E. are designed to augment and reinforce regular classroom instruction. By relating academic subject matter to the real world of work, the students discover the need for learning the basic school subjects.

Student Projects

Student projects are related to on-site experiences within the business community. Included in the projects are slide and still photographs taken by the students and job information obtained from interviews with employees. Students are held responsible for presenting completed projects to the total student group. As a result, students learned effective communication methods, and demonstrated an increase in self-confidence and positive attitudes toward self and others.

Parental Participation

The family is a reinforcing agent of career experiences in

the home. Parental involvement in Project S.P.I.C.E. is essential to the total development of the student. By involving parents in the planning and implementation of S.P.I.C.E., they are more supportive of the program and are willing to assist the school in meeting their child's educational needs.

Program Objectives

Since it is often difficult for the EMH person to find employment, the central focus of the S.P.I.C.E. program is to make students aware of career opportunities and skills necessary to obtain and maintain employment. Another facet of the program is to make the community aware of the potential usefulness of the EMH person as an employee.

In planning a S.P.I.C.E. program, attention is focused on experiences that facilitate maximum learning. Specific activities are designed to promote student achievement in each of the eight student performance objectives of the project. The performance objectives were derived from the eight elements of the National Standard Career Education Model and were adapted for EMH students. These objectives and the career education element to which each relates are:

1. The student will develop an increased awareness of how interests and abilities relate to a person's future. (Self-Awareness)
2. The student will become aware that a job well done is rewarded by self satisfaction as well as by recognition from others. (Attitudes and Appreciations)

3. The student will explore the variety of occupations found in the world of work. (Career Awareness)
4. The student will demonstrate increased knowledge of the level of education and training needed for a variety of occupations. (Educational Awareness)
5. The student will make informed decisions. (Decision Making)
6. The student will develop the ability to know where skill training may be learned. (Beginning Competency)
7. The student will demonstrate increased knowledge of A) the economic system and B) personal finances. (Economic Awareness)
8. The student will develop characteristics and skills which contribute to career success. (Employability Skills)

Program Participants

Students participating in Project S.P.I.C.E. were assigned to Holly Hill Junior High, Holly Hill, Florida. The EMH students were assigned to self-contained special education classes, while the non-handicapped students were assigned to seventh, eighth and ninth grade classes. The students received regular classroom instruction under the direction of their assigned teachers.

PROGRAM IMPLEMENTATION

The following guidelines have been developed to help you establish a S.P.I.C.E. Program at your school. Remember, the two most important features of the S.P.I.C.E. Program are: infusion of career education into the existing school curriculum and the use of peer interaction.

Where Do You Begin?

As you read about the partnership between handicapped and non-handicapped students in a career education program, you felt this concept might help put new life into your program. You also began asking, "how can I have such a program?" Actually the process is not too difficult. The first hurdle you will face will be that of locating another teacher with whom you can work.

Talk with your fellow teachers. Find out what they teach; their philosophy of education; and how receptive they might be to the idea of establishing a partnership with your class. Seek the teacher who shares your enthusiasm for providing a complete and realistic curriculum for students.

Once you have identified a cooperating teacher, set aside time for planning. Planning time and equal sharing of time and talent by both teachers is essential to the success of this program. Once the two of you have decided that you are willing to commit yourselves to this new endeavor, you can begin your work.

But what if you cannot find a cooperating teacher? Must

you give up the idea of S.P.I.C.E.? The answer is no. Although your task is easier if teachers willingly volunteer to work in a S.P.I.C.E. Program, don't be discouraged if at first you do not have a volunteer.

Before you give up, do a little crusading. Frequently teachers of "normal" students are reluctant to become involved with "special" students. There may be many reasons: they do not understand how to teach them, nor how to relate to them, or they have had bad experiences in trying to work with these students in a regular classroom. Under these circumstances you need to talk to the teachers. Invite them to your classroom and show them the work your students can do. Explain your program to them and the methods you use. Ask permission to visit their classrooms and emphasize the potential for learning for both groups of students. Be persuasive, but do not <u>force</u> a teacher to participate. The teacher must be committed to the program and be willing to spend the necessary time in order for this program to work.

If your "sales" campaign has not yielded a cooperating teacher, don't give up! One alternative would be to set up the program within your own classroom. Every classroom has a variety of students with many different strengths and weaknesses. So you can set up the peer partnership within your own classroom, and the students will interact with one another and learn to accept the needs and interests of each other.

How Do You Get Administrative Permission To Start Your Program?

Frequently programs do not "get off the ground" because teachers do not know how to approach the administration for program approval. Before you make an appointment with your administrator, be prepared. Be able to explain the program in detail, its objectives, the amount of time involved, the necessary funding or financial assistance, demands upon the teachers, needed supplies or curriculum materials, and most importantly, potential benefits to the students. Most administrators, when properly approached, are very receptive to new program ideas particularly if you can involve them in the planning of the program.

How Do You Incorporate Career Education Into Your Existing Curriculum?

Career education does not mean you must change your curriculum. Actually, you will find that you can relate career education to most of your existing program. For example:

Mathematics - You are studying a unit in measurements and as part of this unit, you might ask students what workers would need to know about measurements? What types of workers would need to know about measuring dimensions, quantity or capacity. A list from the students could reveal any of the following: baker, carpet installer, clothing maker/repairer, scientist, cook, construction worker, dairy worker, architect, interior decorator, house painter and dietician. You could then arrange

to have one or more of these people visit your class or you could plan an on-site visit to one of them at their place of employment. You might assign students to interact by researching the skills needed for these types of jobs and share their findings with the rest of the class during the group sharing period.

Science. In science class, you are studying the weather. Within your discussions you raise questions about how weather conditions might affect some workers. Brainstorming by the students could disclose any of the following: utility company workers, house painters, nursery workers, farmers, forest rangers, life guards, construction workers, lawn maintenance workers and road paving workers. You may ask these experts to talk to your class about their jobs and why knowing about weather conditions are important for their jobs.

Social Studies. You are involved in a unit on geography. You have been studying the natural resources of your state. Have the students identify occupations that are in existance because of these natural resources. Assign student projects to explore these various occupations and do research on some other states in which these occupations could be found. To assist students in their exploration and research make arrangements for classroom visits or on-site visits to talk with the community career consultant.

Language Arts. You are working on a communications unit, specifically using the telephone. You may ask the students to

identify various ways in which the telephone is used - - for friendly conversations, emergency calls, information and business calls. Arrange to have consultants from the following areas speak to your students about how to use the telephone and about their jobs: representative from the telephone company, fire fighter, police officer, hospital emergency room receptionist, switchboard operator from a retail store, salesperson, news reporter and secretary.

There are, in addition to community resources, numerous commercially produced career education materials which interrelate ideas and concepts in career education in reading, mathematics, language arts, science and social studies skills; consequently, you may wish to initiate a curriculum materials search to make your program integration easier. Check with your central office materials center, search through catalogs, ask for help from your educational media specialist, get your district supervisor to look for appropriate materials. Get others involved. You don't have to operate alone in improving your curriculum.

In planning your program, you must determine what you want your students to achieve. Study the eight career education elements in the National Standard Model: 1) Career Awareness; 2) Educational Awareness; 3) Beginning Competency; 4) Economic Awareness; 5) Self Awareness; 6) Attitudes and Appreciations; 7) Decision Making and 8) Employability Skills. After studying these eight elements and reviewing the student IEP's, select

those you wish to focus upon, or choose all eight, as they do relate to one another. To help you relate career information to your existing academic program, you should establish the performance objectives for the student's IEP in terms of the work world. Be realistic, include only those you know you have the materials, activities and time to cover.

Your next step is to determine how much time you wish to devote to the program. This decision will, in part, determine the depth to which you delve into the eight elements. Plan a minimum of six (6) to nine (9) weeks for the program. If possible, consider running it through the entire year. The more time you spend on the program, the easier the integration with your on-going curriculum and the more realistic the program will be to the students.

Determine the class period and day(s) per week that can be spent in program activities. Remember, you need teaching time and student interaction time. You will need to schedule peer facilitation segments, guest speakers and on-site visits. Classroom activities will be the largest media for the implementation of program activities, so keep this in mind when you are planning time segments. By infusing career information into your daily curriculum, little change will be needed in your teaching style. In your planning, schedule a time for a weekly sharing session for your students. This time can be used for students to share on-site visit presentations, for guest speakers, for game activities, films, etc. This time is

a must!

How Do You Establish Peer Interaction?

Peer interaction is the primary thrust of your program: students learning together; students helping other students; and students understanding each other. By utilizing peer-interaction learning activities, students learn: how to function in the working world; how to get along with co-workers; how to cope with frustration; how to cooperate, and how to survive.

Peer facilitation should be structured as a reciprocal process. By using peers as facilitators, both students are learning. Not only is peer facilitation a teaching experience, it is also a reinforcement to learning. As one student teaches or assists another student, he or she is, in fact, putting learned skills into practical use. In facilitating situations, the students will learn how to learn!

Peer tutoring can be accomplished in several different ways. Under no circumstances should students be permanently paired. Pairing should reflect the strengths and weaknesses of the students with respect to the assigned task. The task should be given to the students as an assignment not in terms of, "Jane, go help Fernando with his math." For example:

Situation I. Pearlie, an EMH student, is having a very difficult time grasping the long division concept. When you explain it and work with her, she can follow each step required in the process of long division, but if you walk

away, Pearlie no longer can do the problem. Keith, a 9th grader is an average student taking Algebra I. Keith has no problems with dividing, but sometimes forgets steps in finding the answer to algebraic equations. By placing these two students together in a peer-facilitating setting, Keith will be able to help Pearlie remember the process involved in long division, and he is likely to be much more careful about his own work because he is a model for Pearlie.

Situation II. Sylvonnia, an 8th grader, is performing at 5.0 grade level in reading. She has very good word attack skills but does not comprehend what she reads. Shirley, an EMH student, is performing at 1.5 grade level in reading. She has little difficulty comprehending what she reads. However, Shirley has very poor word attack skills. By working together, these girls can help each other in word attack and comprehension skills.

This type of peer interaction accomplishes two learner outcomes: 1) the students are receiving the individual attention and guidance they need in order to master skills and 2) the students are receiving reinforcement in using those skills which they have mastered.

When academic subjects are not the major focus of peer facilitation, you may wish to try random assignment of facilitators. This process will help the students to get to know each other. It may also help you to identify which students

work best together, which have common interests, likes, dislikes, etc. This information will help you later with other types of classroom activities.

Before peer interaction actually takes place, you will have to train your students. They must be aware of what is expected of them during a facilitation session. They will need to know: 1) what tasks they are expected to accomplish; 2) how much time they will have; 3) what materials they can use; 4) what space is available to them; 5) what behavior is expected of them. Interacting sessions should always be supervised. The supervision can be done by you, your teaching partner, or another member of the school staff. In this way, you can insure that the facilitation sessions are being used productively and help will be readily available to facilitators if needed.

How Do You Secure Community Career Consultants?

Community consultants are vital to your program, they are the link between the world of work and your classroom. As a classroom teacher, you cannot possibly know all there is to know about the career opportunities available in your community, nor do you have the pertinent information about those occupations with respect to qualifications for the jobs, pay, retirement, fringe benefits, hours, etc. The community consultant can provide this information.

The community career consultant can be asked to arrange

to have students visit the business or to come to your classroom as a guest speaker. In either case, he or she will share knowledge about the job/profession with your students.

To obtain community career consultants, check with your school or school district to see whether they have a resource file of businesses that cooperate in established career education programs. If not, contact your local Chamber of Commerce, parent group, civic organizations, service organizations, church groups, government officials or labor organizations to obtain lists of members and possible consultants. In contacting these groups, give them detailed information about your purpose for wanting the membership lists. Solicit their help in securing consultants for your program.

After receiving names of potential consultants, survey the possible candidates or make personal contact with those whom you think can help you. If you choose to survey the candidates, write a short letter explaining the purpose of the program and the need for their assistance. Include a brief statement about career education and the objectives of your program. Also, enclose a questionnaire to be completed and returned to you. The questionnaire should provide you with information concerning: 1) who is willing to participate; 2) whom you should contact for arrangements; 3) the role the consultant will play in the program; 4) the approximate days and time the consultant will be available. (See pages 31 and 32)

After a person agrees to participate in your program you must help him or her to understand what is expected. Explain in detail the kinds of information you wish him or her to share with your students. Describe the age levels of your students, the number of students, and the amount of time he or she will have with the students. Do not leave anything to guesswork for the consultant, help him or her to be prepared. Agree upon the date and time that the students will visit or expected arrival time in the classroom. (The planned weekly sharing session is used for the consultant's in-class visitation.) Approximately two days prior to the planned visit, telephone the consultant for confirmation of the day and time of the visit. This can save you and the consultant embarrassment if arrangements have been forgotten or confused.

Upon completion of an on-site or classroom visitation present the consultant with a certificate of appreciation and/or a letter of acknowledgement for participation in your program. If possible, have media coverage of the experience. Anything you can do to make the consultant feel important about participating in your program will encourage continued support. Remember, public relations is part of your program! A follow-up letter of gratitude should be sent to each participant; the letter should include a summary of the information shared with your students and how your students used the information. Students may also write thank you letters.

(See pages 33-40)

NOTE: Community employers are very willing to participate in the education of students. Some employers are disgruntled with the employees they hire. They are expressing a desire to help "educate" the people who will work for them. An on-site host commented, "Who can better tell you what you need to know in school? I know what you need to do to work for me. Let me tell you, then go back to school and learn it."

A review of the steps to follow in securing Community Career Consultants:

1) Solicit Support
   a. Parent groups
   b. Local Chamber of Commerce
   c. Civic or Service Organizations
   d. Labor, government and professional organizations
   e. School or district resource files
2) Survey Potential Consultants
   a. Letter of explanation
   b. Program objectives
   c. Questionnaire
3) Contact Consultants
4) Explain in detail what is expected of a consultant
   a. Information needed to be shared
   b. Number of students participating
   c. Level of students, abilities, exceptionalities
   d. Length of time available

5) Assign date and time of visit

6) Confirm date and time approximately two days prior to the visit

7) Present consultant with certificate or letter of appreciation

8) Send follow-up letter of gratitude and student thank you letters.

9) Follow up activities in class using information from the consultant

How Do You Arrange On-Site Visits?

In planning an on-site visit, group your students in small numbers, the smaller the number of students, the more productive the visit. The optimum number of children is four; however, you can take as many as twelve and have a worthwhile experience. Most business enterprises prefer the smaller groups. Your groups should include paired handicapped and non-handicapped students. Students who do not attend the on-site visit will remain at school with the cooperating teacher.

Transportation for on-site visits can be provided by private car. You may wish to transport the students or you may wish to arrange for parental transportation, or transportation through the school system, civic or service organization.

Check The Policy In Your District About Transporting Students!

For all on-site visits, secure parental permission. Students should not be taken off-campus without parental consent. If several on-site visitations are planned, you may wish to secure a "blanket" permission from the parents for

the trips. (See pages 41 & 42) Follow-up notes can then be sent to the parents a few days before the actual visit, stating the day, time and place to be visited. When longer distance or out-of-district trips are planned, be sure to secure special permission from the parents for such trips. Parents should know when, where, and how long the trip will take as well as the mode of transportation. Provision should be made for lunches if trips involve the entire day.

On-site visits can get expensive, and as the classroom teacher, you should not have to "foot the bill" yourself. Following are some suggestions to help you off-set the cost of the on-site visit:

1) Request school funds for transportation. When planning your program, if you involve your administrator, he or she may make provisions in the budget to accommodate your travel expenses. He or she may also help you to secure funding from your district.
2) Ask the school's P.T.A. or parent group for help. Ask to make a program presentation at one of their meetings. Explain the objectives of your program and the benefits to students. Present a realistic cost breakdown and ask them to help. If they cannot provide actual dollars, they may be able to secure volunteer drivers, station wagons, mini-buses, etc. You might even suggest they participate in the program as on-site supervisors so that you can remain in the classroom with the other

students. Or, maybe they would like to work in the classroom with your partner teacher while you are on an on-site visit. Make parents feel important! They can and will help!

3) Present your program to civic and service groups. Not only does this type of activity help you to secure community career consultants, but you can ask the groups for financial assistance for transportation to on-site visits. Again, be prepared with the approximate amounts of funds necessary for the visits. Also, request volunteers to assist in transporting students.
4) If it is not feasible to obtain funds for transportation for on-site visits, request consultants to make in-class presentations. Although this procedure is not the preferred one for maximum learning, it is a good alternative.

How Do You Secure Parental Participation?

Obviously, contacting the P.T.A. and other parent groups is one way to secure parental participation in your program. However, parents can participate on a more personal level and at regular intervals if you assign activities for the students to do at home. For instance, have students do a study of the jobs held by their parents. Frequently, students have no idea what their parents really do "at work." You

might ask the parents to be community career consultants or classroom helpers. Often parents have special talents or hobbies which can be useful to your students. Maybe a parent of one of your students is an amateur photographer. He/she would be an excellent resource person to help the students learn how to take photographs for their on-site visits. Find out about the talents of parents. They could be beneficial to your program.

CAUTION! Seek the parents help, but don't make excessive demands. You want their participation, but you don't want them to get discouraged because you are always asking for their help. Use your parent resources wisely.

How Do You Involve All The Students?

By planning for small groups of students to participate in an on-site visit, you may think you will have to plan several trips to one establishment in order for all students to receive information about the employment skills necessary for that particular type of job. Not so. In fact, you need visit an establishment only once. The small group of students who make the on-site visit have as their responsiblity the sharing of information and experience with the other students in the class. This is the time to use your group sharing session. Since it is difficult for most students to remember all they learned at an on-site visit, the students should be taught how to use portable cassette recorders, cameras, or a portable video tape recorder to record their visit. Photographs, slides and

the recorded interview can be used in the student's slide presentation, bulletin board display, or merely serve as a stimulus for a more elaborate investigative attempt by the students who participated in the on-site visit. The projects the students develop to share information with their fellow students can also be used for presentations to parent groups, other classes, school administrators, and civic and social groups who have participated in your program, or who you are hoping will participate.

By assigning the students the responsibility of sharing information from their on-site visits with the other students you are implementing several good teaching techniques: 1) peer facilitation (working together to produce the project); 2) reinforcement of learned material (not only career information but also academic skills in the preparation of the project); 3) stimulating student creativity and input in the curriculum; 4) making the curriculum relevant to the needs of the students.

When you start planning to incorporate student projects into the curriculum, you are immediately faced with many problems: time, equipment cost, and expertise. Let's address each of these separately:

Time. The time factor is more than just the time for an on-site visit. You must plan time for project preparation as well as time for presentation. Presentation and on-site time should have been adequately planned for during your overall planning

for your program. Project preparation time is something else. Although time during a class period is limited, you may have to make special time allotments for the students to get help on their projects. This can be class time, or "at home" or "after school" time. Parents can be helpful in supervising "at home" activities. Perhaps you could have your cooperating teacher, your educational media specialist, other teachers, or parents provide instructional and supervisory help either during or after school to the students who are working on the presentations. Remember, not everything must be done during or in your class time.

Equipment. Equipment, especially cameras and film, will be the largest expense for student projects. The first investigation you should make with respect to equipment is to check the facilities within your school and district. Often schools have media equipment that students can use after being properly instructed in their use. Again, don't overlook the students and their parents. Most families have cameras that are easily used and can take slide or still photographs. Instamatic cameras are the easiest to use for most students and they do a more than adequate job for your purposes. Cassette

recorders are also very useful to the students. Here again, check facilities at school and at home. Most schools now use these recorders in the classroom and many families have recorders at home.

Cost. If you cannot obtain adequate equipment through the methods mentioned above, then you are faced with having to purchase some equipment for your classroom. Begin a solicitation campaign. Investigate several fund sources such as your school, parent, civic and social groups or local businesses. This investigation will prove to be easier if you have full support from your administration.

Compare film processing centers and select the one that provides the most services for the lowest price. Also, request possible discounts for school use. Does your school system have a photography department? Do they teach photography at any of the high schools? If so, you may have access to a very inexpensive processor!

Does your school district allow you to stage fund raising events? If so, encourage your students to raise their own money for the equipment and supplies they will need.

Expertise. When you begin asking students to make presentations utilizing media equipment, you will have to become an "instant expert." This is really not hard to do, but rather than trying to do it all yourself, why not secure "experts" from other areas to help you? Remember the parents! You may have the photographer, audio technician, etc., within your parent group. Get help from the local audio and photography shops--they make great career consultants, too! What about fellow faculty members? Do they have special skills that they can share with your students? Your media specialist can provide a wealth of expertise. Are there classes offered through the community college or adult education programs on photography or media usage? If so, either make arrangements to attend classes or have the instructor visit your classroom. Is there a media-oriented company within your community? They could possibly offer assistance in training your students?

You are now ready to "give it a try." Special Partnership In Career Education (S.P.I.C.E.) can be an exciting concept to integrate into your curriculum. Students working together and making learning useful are important facets of the S.P.I.C.E. program. Take the time to get to know your students and the students of your partner's class so that you can best decide

the course of action which will benefit all students. Be innovative, be creative, be a little daring, and don't allow yourself to become discouraged easily. S.P.I.C.E. can work for you!

NOTE: Just in case you are still wary of your ability to include S.P.I.C.E. as part of your classroom curriculum, the developers of S.P.I.C.E. have also written a series of modules that they have used in the classroom. An outline of these modules appears below. The modules were developed around two basic concepts: mastery learning and the eight career education elements of the National Standard Model for Career Education.

S.P.I.C.E. MODULES

I. Self Awareness
   - Through the Looking Glass
   - Looking at Life
   - Discovering Myself

II. Attitudes and Appreciations
   - Be A Friend
   - It Takes All Kinds To Make The World

III. Career/Educational Awareness
   - Exploring Various Occupations

IV. Decision Making/Beginning Competency
   - Gathering Job Information Before Deciding
   - Learning About Skills

V. Economic Awareness
   - Economic Terms

V. Economic Awareness (cont.)

Why Do We Need Taxes?

But It Was On Sale!

Credit Buying

Budgeting

Everyone Needs Insurance

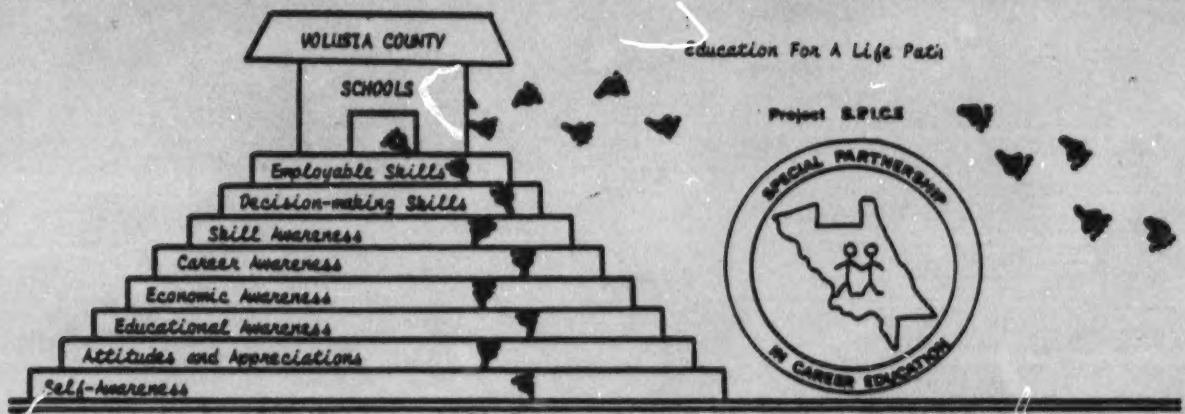
Is Borrowing Money Really The Answer?

VI. Employability Skills

Making Time Count

Work Habits

APPENDIX



Career Education EMH Program 1200 Center St., Holly Hill, FL 30217 (904) 253-1400

October 30, 1978

Dear Community Career Consultant:

Project S.P.I.C.E. (Special Partnership In Career Education) needs your help as a community career consultant this year at Holly Hill Junior High School. The learning experience that has the greatest long-range effect is for students to experience an on-site visit or talk with a community career consultant in the classroom. By receiving information directly from the world of work concerning employment opportunities and skills required for employment, the student will have a realistic basis for preparing for his future.

You hold a wealth of information that only you can relate to students. This information, whether shared with no more than four students on-site or with a larger group of students in the classroom, will be the springboard for educating future employees. You can provide many kinds of career information that would be impossible for the teachers to know.

Project S.P.I.C.E., funded through the Department of Health, Education and Welfare's Career Education Program, is designed to develop and demonstrate effective methods and techniques for providing career education experiences to educable mentally handicapped (EMH) students through interaction with their non-handicapped peer. There are 120 students participating in S.P.I.C.E. Forty-five of these students are assigned to classes for educable mentally handicapped and the remaining seventy-five students are seventh, eighth and ninth graders, randomly selected, from the non-handicapped population.

I am asking for your expertise and participation in making the program a success. Attached you will find a questionnaire for you to return. Please consider your important role in providing the students with facts about the world of work.

Please contact me if you would like further information about Project S.P.I.C.E. or if I can be of assistance. Your support is greatly appreciated.

Thanking you,

Debby H. Emerson

Debby H. Emerson
Coordinator, Project S.P.I.C.E.

enc.

COMMUNITY CAREER CONSULTANT

Project S.P.I.C.E.

I. Name of Business or Organization _____

Address _____

_____

Phone _____

Contact Person _____

Position or Title _____

Product or Service (Please Describe Briefly)

_____

_____

_____

Occupations/Job Titles in Your Business or Organization

_____

_____

_____

II. Will you allow on-site visitations by small groups of students under close supervision of parents and/or teachers? Yes_____ No _____

If Yes, would students be permitted to: (Check as many items as applicable.)

_____ Observe Workers?
_____ Interview Workers?
_____ Take Photographs?
_____ Record Interviews?
_____ Shadow employees for a short period of time?

III. Would you or a member of your business or organization be willing to visit our school to talk with students about your work?
Yes _____ No _____

If you answered Yes to either of the above (II or III),

How much advance notice would you require? _____
Which day of week would be most convenient? _____
What time of day would suit you best? _____

CONFIRMATION LETTER TO A RESOURCE VISITOR

(Use School Letterhead Stationery)

(Date)

(Inside Address)

Dear.....:

Thank you for planning to visit with us on ..... at .....a.m./p.m.

You can be a valuable contributor to our school's career-oriented curriculum by planning your presentation to the class according to the following guidelines:

1) Explain the nature of your career. (Does your company provide a service, manufacture a product, or both?) If possible, wear the type of uniform or clothing you would wear on the job.

2) Show kinds of job tasks you yourself perform. (It would be interesting for students if you could demonstrate some tool or piece of equipment peculiar to your occupation--this could even be paperwork duties performed.)

3) Emphasize how school subjects have been helpful to your job performance.

4) Provide students with a "hands on" activity that combines career awareness and academic skill acquisition.

5) Allow time for students to ask questions.

If you believe a meeting with me would be helpful in gearing your presentation and activity to the level of the students, please do not hesitate to call.

Please check in at the office of the school upon your arrival and you will be given assistance in locating my room.

Very truly yours,

(Name of teacher and grade level)

Attachments: 1) Brief description of Career Education
2) Typical student question list

CONFIRMATION LETTER TO A TOUR GUIDE

(Use School Letterhead Stationery)

(Date)

(Inside Address)

Dear . . . . . :

Thank you for allowing students to take a tour of your business on . . . . . at . . . . . .a.m./p.m.

You can be a valuable contributor to our school's career oriented curriculum by planning your presentation to the students according to the following guidelines:

1) Explain the nature of your career. (Does your company provide a service, manufacture a product, or both?)

2) Show kinds of job tasks you yourself perform. (It would be interesting for students if you could demonstrate some tool or piece of equipment peculiar to your occupation--this could even be paper work duties performed.)

3) Provide students with a "hands-on" activity that combines career awareness with academic skill acquisition.

4) Emphasize how school subjects have been helpful to your job performance.

5) Allow time for students to ask questions.

If you believe a meeting with me would be helpful in gearing your presentation and activity to the level of the students, please do not hesitate to call.

Very truly yours,

(Name of teacher and grade level)

Attachments: 1) Brief Description of Career Education
2) Typical Student Question List

BRIEF DESCRIPTION OF CAREER EDUCATION

Students attend school for the purpose of acquiring reading, writing, and computing skills and also attitudes that will prepare them for assuming an adult work role. It is the intent of career-oriented education to help each student acquire the attitudes and skills necessary for success in his future career through subject matter areas already present within the school system. Teachers, parents, and the business community must work together to help students develop a sense of responsibility and desire to contribute to society. The main emphasis of career education is to inform and orient children to the concept of work and workers, making them aware of the broad range of career possibilities.

The following objectives for career education will be used as guidelines during a student's school years.

1) Introduce students to the dignity of all forms of work and to the many different ways in which people earn a living.

2) Help students recognize that work is an important aspect of life.

3) Show the relationship between occupational and academic skills.

4) Acquaint students with problem solving techniques and human relation skills to help them make the eventual transition from school to work.

5) Encourage students to understand that career selection is related to the interests, needs, and abilities of individuals.

6) Develop an understanding of the interrelationships existing among the various careers.

Career-oriented education in Volusia County is designed to meet these objectives.

TYPICAL STUDENT QUESTION LIST

1) What do you like about your occupation?

2) Is there anything you do not like about your work?

3) How does your career help the community?

4) What habits help you do your job well?

5) How much education is necessary to enter your career?

6) What kind of training did you need beyond school?

7) What are the common skills of your career?

8) What tools or special equipment do you use?

9) What interests and/or abilities helped you decide on your career choice?

10) Does your career require much mental work and/or a certain mental attitude?

11) Does your career require physical work?

12) What school subjects would help to prepare me for this career?

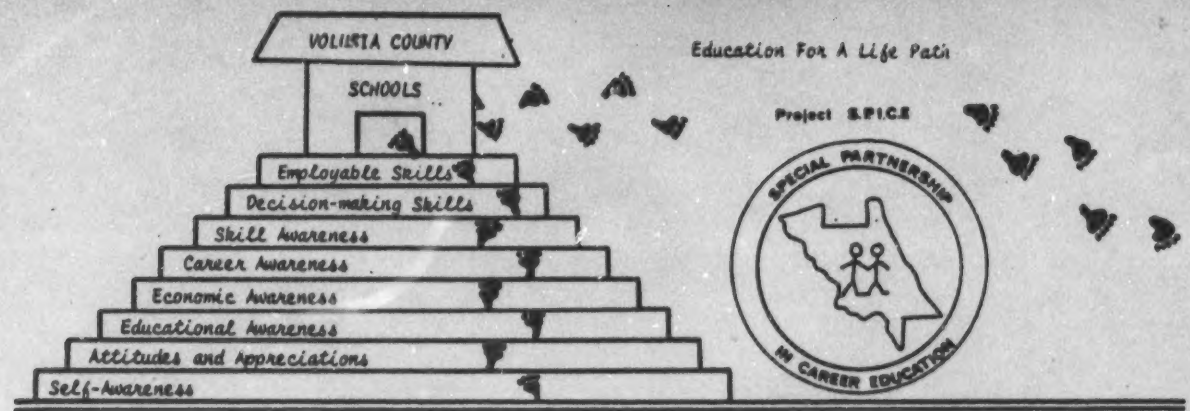
13) How important is getting along with other people in your occupation?

14) Are there any special requirements for the job; such as, obtaining a license, particular age minimum or maximum, and so on?

15) Where can I find more information about this career?

16) What salary can be expected for a person with no experience, with a few years experience, and with many years experience?

17) Are there any fringe benefits?



Career Education EMH Program, 1200 Center St., Holly Hill, FL 32017 (904)253-1400

Date

Inside Address

Dear _____

I would like to extend my thanks and appreciation to you for your participation in Project S.P.I.C.E. as a Community Career Consultant.

By your coming in to visit our classroom, the students have begun to be aware of the various opportunities that are available to them after graduation from either high school or further education.

The project personnel also believes you have impressed the children with the need for the basic academic skills such as reading, writing, math, spelling, etc. We anticipate the students becoming more enthusiastic about learning as they find out education and the desire to learn is imperative in order to function successfully in the world of work.

Thanking you,

Debby H. Emerson
Coordinator, Project S.P.I.C.E.

VOLUSIA COUNTY SCHOOLS

DELAND FLORIDA

This Certifies That

_____

Has contributed significant time and talent to Project S.P.I.C.E.

SPECIAL PARTNERSHIP IN CAREER EDUCATION

_____ Teacher

_____ Teacher

_____ Teacher

_____ Coordinator

_____ Date

THANK YOU LETTER TO A RESOURCE VISITOR

_____(DATE)

_____(VISITOR'S NAME)

_____(VISITOR'S JOB TITLE)

_____(VISITOR'S COMPANY)

_____(STREET OR POST OFFICE BOX ADDRESS)

_____(CITY AND STATE)

_____(ZIP CODE)

_____(GREETING, SUCH AS, DEAR MR. ROBERTS:)

_____(BODY OF LETTER—
_____WHAT YOU WANT TO
_____COMMUNICATE)
_____
_____

_____(CLOSING,
SUCH AS,
SINCERELY
YOURS,)
_____(STUDENT'S NAME)

_____(STUDENT'S GRADE)

_____(STUDENT'S SCHOOL)

_____(STREET OR POST
OFFICE ADDRESS)
_____(CITY AND STATE)

_____(ZIP CODE)

THANK YOU LETTER TO A TOUR GUIDE

_____(DATE)

_____(GUIDE'S NAME)

_____(GUIDE'S JOB TITLE)

_____(GUIDE's COMPANY)

_____(STREET OR POST OFFICE BOX ADDRESS)

_____(CITY AND STATE)

_____(ZIP CODE)

_____(GREETING, SUCH AS, DEAR MR. ROBERTS:)

_____(BODY OF LETTER—

_____WHAT YOU WANT TO

_____COMMUNICATE)

_____

_____

_____(CLOSING, SUCH AS SINCERELY YOURS)

_____(STUDENT'S NAME)

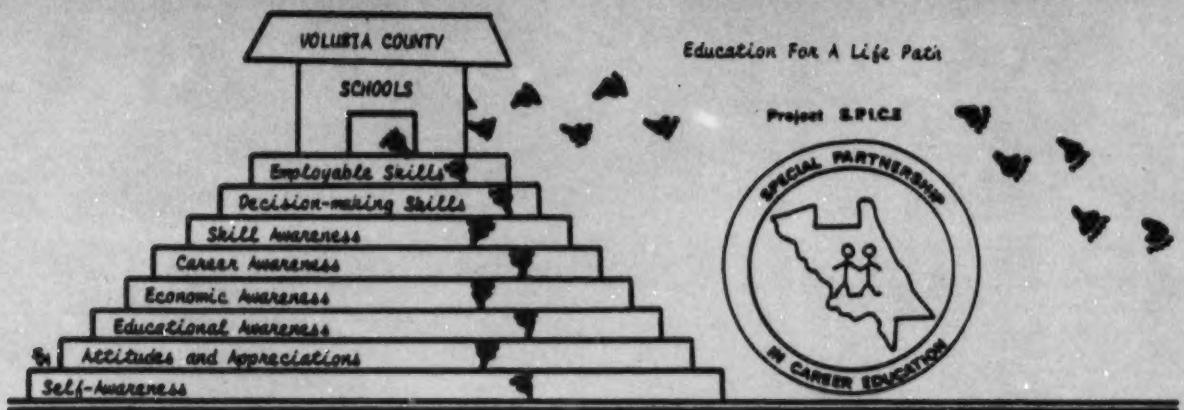
_____(STUDENT'S GRADE)

_____(STUDENT'S SCHOOL)

_____(STREET OR POST OFFICE ADDRESS)

_____(CITY AND STATE)

_____(ZIP CODE)



Career Education EMH Program, 1200 Center St., Holly Hill, FL 32017 (904) 253-1400

September 27, 1978

Dear Parent(s):

We are pleased to inform you that your son/daughter has been chosen to participate in Project S.P.I.C.E. (Special Partnership In Career Education) at Holly Hill Junior High for the 1978-79 school year.

Project S.P.I.C.E. was designed to provide career education experiences by developing a working partnership between students. We feel that by working together in career education experiences in school and during career on-site visits, the students will be better prepared to work together in life's situations.

Project S.P.I.C.E. is a model career education program which will be made available to other schools and will provide a guide for the development of similar programs throughout the state and the nation. For this reason, it is indeed an honor to be selected to participate in Project S.P.I.C.E.

An important part of the S.P.I.C.E. program is on-site visits to places of employment in the Daytona Beach area. In visiting the actual work site, the student becomes familiar with what is done on the job and why school and learning is so important. By learning about the requirements for jobs, students can begin preparing for their future.

On the back of the page you will find a statement of parental permission. Your permission is very important before your child can participate in an on-site visit. You may return the form to Holly Hill Junior High Room 16 with your son/daughter or mail it to the address shown beneath your signature. Your interest and support concerning project S.P.I.C.E. is greatly appreciated.

If you have any questions or concerns about S.P.I.C.E., please call 253-1400 or come by my office at school.

Alex Robertson, Principal, Holly Hill Junior High
Debby Emerson, Coordinator, Project S.P.I.C.E.
Deborah McSwain, Resource Teacher, Project S.P.I.C.E.

PARENTAL PERMISSION FORM - Project S.P.I.C.E.

_____ has my permission to participate in Project S.P.I.C.E. activities in school and career on-site visits for the 1978-79 school year.

_____

Signature of Parent or Guardian

If returning by mail:

Project S.P.I.C.E.
1200 Center Street
Holly Hill, Florida 32017